

# **Strategies, guidelines and tools – what do they mean for us?**

## **Academics' perceptions of resources for curriculum design and development**

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HEA Special Interest Group Internationalisation of the Curriculum  
Conference

London, 6 February 2014

# Strategies, guidelines and tools



# The GLOBAL PERSPECTIVES Project at Glasgow Caledonian University

<http://www.gcu.ac.uk/globalperspectives>

- University wide change initiative (2012-15) to support staff in embedding new *Strategy for Learning* and ‘*global learning*’
- Focus on internationalising the curriculum
- Pilot and evaluate innovative solutions for curriculum review
- Disseminate best practice to all subject disciplines
- Develop guidelines and support mechanisms for implementation university-wide

# GLOBAL PERSPECTIVES Resources

- Nine principles of an internationalised curriculum
- Generic IoC audit tool: reflective questions to identify strengths and gaps; prepare action plan
- Resource: How can it be done?  
Differences between a standard and an internationalised curriculum

# Curriculum Design Toolkit at the University of Hertfordshire

- A means of diagnosing and informing practice
- Pedagogy to underpin the toolkit
- Used in an assessment on the PgCert
- 8 strands, one of which is [internationalisation](#)
- Five principles of good practice for internationalisation of the curriculum



# Using the toolkit to inform practice

## Challenges

On reflection of the curriculum it is very easy to have a Western-Centric vision ..... of physiotherapy and not consider it in the wider perspective of the students who may study the programme and the patients they may encounter.

**However, this way of teaching students the cultural differences in ..... international business tended to create false assumptions, misconceptions and stereotypes about diverse cultures.**

## Suggested improvements to practice

Cultural diversity could be acknowledged by including the epidemiology of diseases in different populations for example .....the relatively higher incidence of tuberculosis in Asian populations.

**The main change that was incorporated was the course content, the introduction of more theories and new research about cross cultural management.**

# Proposed project

## Aim

- explore benefits and challenges involved in using guidelines and tools for designing and delivering an internationalised curriculum.

## Sample

- PgCert participants at Glasgow Caledonian University
- Documentary evidence via PG Cert participants at University of Hertfordshire
- Sample of academics in Tourism, Hospitality and Marketing at Edinburgh Napier University

## Methodology

- Exploratory, qualitative approach including:
  - Written comments from PgCert assignments
  - Semi-structured interviews and focus groups

## Question

How can the toolkits be used to inform practice?



# Proposed project's strengths

- Collaboration across different institutions and areas of interest (PgCert and academics with a subject specific focus)
- Linking theory to practice
- Rich insights through exploratory, qualitative approach with three sources of data (semi-structured interviews, focus groups and written comments)
- Timely as many HEIs and HEA explore guidelines / toolkits / other in-house materials.

# What are your views?

- Subject/ institution specific or generic?
- Balance between theory and practice?
- Tailor-made for specific student cohorts?
- Value for programme / module development?
- Value as tool for reflecting on and developing practice?

Contact us

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